

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills  A. Critical Thinking	30. Use critical thinking to evaluate sources of information, identify point of view and recognize bias.  CASAS# 1.2.1, 1.6.2	24. Adjective clauses ( <i>This is an ad that uses glamour to deceive the consumer.</i> )
SAMPLE SCANS ACTIVITY: Group Discussion		

Stages of Lesson: ☐ Warm Up ☐ Introduction ☒ **Presentation** ☒ **Practice** ☒ **Application**

Steps for Sample Activity:	Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a group discussion activity in which students analyze persuasive and misleading magazine ads by considering their purpose, audience and any deceptive elements. It could be used to reinforce previous lessons on adjective clauses.</p> <ol style="list-style-type: none"> <li>1. Tear out about 30 ads from general interest magazines (not specialized magazines.) You will need about five ads for every group of four in the class.</li> <li>2. Write the following on the board: <p><i>PURPOSE: to persuade people to use a product, to inform, to entertain, to warn, to educate</i></p> <p><i>INTENDED AUDIENCE: families, men, women, children, retired people, business people, teenagers, adults, students, wealthy people, poor people</i></p> <p><i>DECEPTIVE/MISLEADING ELEMENTS: fine print, vague promises, sale scams, comparing apples and oranges, omitting information, pretending to inform</i></p> </li> <li>3. Hold up several ads and discuss them with the class, using the guidelines on the blackboard. For example: "This is an ad (<u>which is</u>) <u>designed</u> for families. Fine print <u>is being used to deceive</u> the consumer."</li> </ol>		<p><b>Basic Skills:</b> Listening/ Speaking/ Reading</p> <p><b>Thinking Skills:</b> Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye/ Problem Solving/ Knowing How to Learn/ Reasoning</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management/ Self-Esteem/ Integrity/Honesty</p>

4. Put the students in groups of four. Assign roles of timekeeper, discussion facilitator, and writer. If using this activity for grammar practice, assign another group member the role of grammar checker.
5. Tell the students that they will receive about five ads and must identify the purpose, audience and possibly misleading elements of each one. Then they must decide which ad is most persuasive and which is most misleading. Is it the same ad or a different ad?
6. Hand out the ads and give a time limit of about five minutes per ad. Circulate and monitor the groups.
7. Have each group report back about a persuasive and/or misleading ad. Have them explain the reasons for their characterization of the ad by discussing the three elements above.\*\*
8. Follow up: Bring in a reading selection or article used for sales or advertising. Have students read the article in order to identify the purpose and intended audience of the author.

\*\* This step serves as an evaluation of the activity.

**Competencies:**

Interpersonal-  
Participates as Member  
of a Team/ Negotiates to  
Arrive at a Decision/  
Works with Diversity/  
Teaches Others

Information- Organizes  
and Maintains  
Information/ Interprets  
and Communicates  
Information